PLEASE KEEP THIS AGENDA FOR NEXT MEETING'S SECOND-READING ITEMS. ATTACHMENTS IN THIS AGENDA WILL NOT BE DUPLICATED AGAIN. THE NEXT AGENDA WILL REFERENCE PAGE NUMBERS IN THIS AGENDA.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Academic Senate Agenda
November 9, 1993
UU 220 3:00-5:00 p.m.

I. Minutes: none

II. Communication(s) and Announcement(s):
If you are interested in serving as Academic Senate Secretary-elect, please contact the Senate office (1258) as soon as possible. Assigned time is available for this position.

III. Reports:
- A. Academic Senate Chair
- B. President's Office
- C Vice President for Academic Affairs' Office
- D. Statewide Senators
- E. CFA Campus President
- F. ASI Representatives

IV. Consent Agenda:

V. Business Item(s):
- A. Curriculum proposals-Morrobel-Sosa, Chair of the Curriculum Committee, first reading (pp. 2-13).
- D. Resolution on Department Name Change for the Industrial Engineering Department-Freeman, first reading (pp. 62-66 of your 10/26/93 agenda).
- B. Resolution on Faculty Evaluations-ASI representative, first reading (p. 12 of your 10/26/93 agenda).
- C. Resolution on 1992-1993 Program Review Findings, Recommendations, and Responses-Heidersbach, first reading (pp. 13-61 of your 10/26/93 agenda).
- E. Resolution on Faculty Input into Policy Changes-Greenwald, first reading (p. 67 of your 10/26/93 agenda).
- F. Resolution on Evaluation of College Deans or Equivalent Administrators-Terry, Chair of the Personnel Policies Committee, first reading (pp. 14-17).
- G. Resolution on Vote of Confidence for Administrators-Terry, Chair of the Personnel Policies Committee, first reading (pp. 18-23).
- H. Resolution on Cal Poly Instructional Computing Strategic Plan: A Networked Instructional Environment"-Mueller, Past Chair of the IACC, first reading (pp. 24-29).
- I. Resolution on Definitions of Professional Programs, Technical Programs, and Significant Majority-Nulman, Chair of the Long-Range Planning Committee, first reading (p. 30).
- J. Resolution on Modification of Resolutions AS-268-88/BC and AS-394-92/BC on Budget Information Reporting-Carnegie, Chair of the Budget Committee, first reading (pp. 31-33).

VI. Discussion Item(s):

VII. Adjournment:

DAIRY SCIENCE DEPARTMENT

1994-96 CATALOG PROPOSALS

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		A	**I. NEW COURSES** 1. DSCI 450 Dairy Biotechnology (3) 2 lec, 1 act C2/13.
			II. DELETED COURSES 1. DH 133 Fitting and Showing Dairy Cattle (2) 1 lec, 1 lab C2/16.
			III. CHANGES TO EXISTING COURSES 1. Change course prefixes for Dairy Husbandry (DH) and Dairy Products Technology (DPT) to Dairy Science (DSCI). 2. DH 142 Dairy Cattle Selection (2) 2 lab C16 to DSCI 241 (3) 1 lec 2 act C2/13. Description change. 3. DH 221 Milk Production (4) 3 lec 1 lab C2/16 to DSCI 321 Lactation Physiology (3) 3 lec C2. Description change. Prereq change: delete DH 142, add ZOO 131, CHEM 121. 4. DH 323 Breeds, Pedigrees and Management of Dairy Cattle (3) 2 lec 1 act C2/8 to DSCI 323 Breeds, Fitting and Showing, and Management of Dairy Cattle (3) 2 lec 1 lab C2/16. Description change. 5. DH 461 Senior Project (2) supv S36 to DSCI 461 (3) supv S36 and 1 sem C5. Change from minimum 120 hours total for 461 to 180 hours total for 461 and 462. 6. DH 462 Senior Project (2) supv S36 to DSCI 462 (3) supv S25. 7. DPT 222 Frozen Dairy Foods (4) 3 lec 1 lab C2/16 to DSCI 223 (3) 3 lec C2. Description change. 8. DPT 234 Dairy Foods Evaluation (2) 1 lec 1 lab C2/16 to DSCI 234 (3) 2 lec 1 lab C2/16. Description change. 9. DPT 433 Dairy Plant Management and Equipment (4) 3 lec 1 lab C2/16 to DSCI 433 (3) 3 lec C2.
			IV. CURRICULUM CHANGES A. Reduce total units required from 198 to 186 B. Reduce Major Core units from 69/71 to 56 1. AD DSCI 321 Lactation Physiology (3) 2. AD DSCI 222 Commercial Herd/DSCI 223 Frozen Foods (4) 3. AD DSCI 100 Enterprise/AG 339 Internship (2)

A

4. DE DH 221.

C. Increase Support units from 43/44 to 57.
   1. AD CHEM 127 (CHEM 121 *or* 127).
   2. AD CHEM 128 (CHEM 122 *or* 128).
   3. AD ZOO 131
   4. DE ACTG 211 Financial Accounting for Nonbusiness Majors (4)
   5. DE AGB 401 Agribusiness Labor Relations and Personnel Management (4)
   6. DE BIO 303 *or* PHYS 104 *or* 121.
   7. DE CHEM 326 Organic Chemistry (4)
   8. DE CHEM 328 Biochemistry (4)

D. Replace the two concentrations (37/39 units) in Major with 41 units of Adviser approved electives in Support:

V. CURRICULUM COMMITTEE COMMENTS

1.

Animal Science Department

POULTRY

1994-96 Catalog Proposals

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		A	**I. NEW COURSES** 1. PM 230 Poultry Industry Survey (3) 3 lec (replaces PI 121 (4), PI 230 (3) and PI 233 (2)). 2. PM 240 Poultry Business Management (3) 3 lec C2 (replaces PI 322 (4)). 3. PM 250 Poultry Processing (3) 2 lec, 1 lab C2/16 (replaces PI 222 (3)). 4. PM 290 Poultry Management Enterprise (2-4) supv S36 CR/NC (replaces PI 100 (1-4)). 5. PM 330 Poultry Production Management (4) 3 lec, 1 lab C2/16 (replaces PI 122 (4), PI 133 (3), PI 221 (3) and PI 331 (3)). 6. PM 340 Poultry Anatomy, Physiology and Diseases (4) 3 lec, 1 lab C2/16 (replaces PI 231 (3) and PI 323 (4)). 7. PM 350 Applied Poultry Feeding and Nutrition (3) 3 lec C2 (replaces PI 333 (4)). 8. PM 360 Poultry Industry Seminar (3) 3 sem C5 (replaces PI 422 (3) and PI 463 (2)). 9. PM 490 Advanced Poultry Management Enterprise (2-4) supv S36 CR/NC (replaces PI 100 (1-4)).
		A	**II. DELETED COURSES** 1. PI 100 Enterprise Project (1-4) supv S36 (replaced by PM 290 and PM 490). 2. PI 121 Poultry Industry Development (4) 3 lec, 1 lab C2/16 (replaced by PM 230). 3. PI 122 Replacement Programs/Broilers (4) 3 lec, 1 lab C2/16 (replaced by PM 320). 4. PI 133 Poultry Incubation (3) 2 lec, 1 lab C2/16 (replaced by PM 320). 5. PI 221 Poultry Selection and Egg Production (3) 2 lec, 1 lab C2/16 (replaced by PM 320). 6. PI 222 Poultry Products and Processing (3) 2 lec, 1 lab C2/16 (replaced by PM 330). 7. PI 230 General Poultry Production (3) 2 lec, 1 lab C2/16 (replaced by PM 230). 8. PI 231 Poultry Anatomy and Physiology (3) 2 lec, 1 lab C2/16 (replaced by PM 310). 9. PI 233 Poultry Plant Design (2) 1 lec, 1 lab C2/16 (replaced by PM 230). 10. PI 322 Poultry Business Organization (4) 3 lec, 1 lab C2/16 (replaced by PM 340). 11. PI 323 Poultry Diseases and Hygiene (4) 3 lec, 1 lab C2/16 (replaced by PM 310). 12. PI 331 Turkey Industry (3) 2 lec, 1 lab C2/16 (replaced by PM 320). 13. PI 333 Applied Poultry Feeding/Nutrition (4) 3 lec, 1 lab C2/16 (replaced by PM 350).

A

14. PI 422 Advanced Poultry Enterprise Supervision (3) 3 lec C2 (replaced by PM 360).
15. PI 431 Applied Poultry Breeding (4) 3 lec, 1 lab C2/16.
16. PI 461 Senior Project (2) supv S36 (replaced by ASCI 461).
17. PI 462 Senior Project (2) supv S36 (replaced by ASCI 462).
18. PI 463 Undergraduate Seminar (2) C5 (replaced by ASCI 463).

A

III. CHANGES TO EXISTING COURSES

1. Change Poultry Industry (PI) rubric to Poultry Management (PM).
2. PI 200 Special Problems for Undergraduates (2-3) to PM 200.
3. PI 305 Game Bird Propogation & Mgt. to PM 305
4. PI 400 Special Problems for Advanced Undergraduates (2-4) to PM 400.
5. PI 470 Selected Advanced Topics (1-3) to PM 470
6. PI 581 Graduate Seminar in Poultry (3) to PM 581.

A

IV. CURRICULUM CHANGES

A. *Discontinue* BS Poultry Industry

B. *Add* Poultry Management Minor

Core: (20 units)
PM 230 Poultry Intustry 3
PM 240 Poultry Business Management 3
PM 250 Poultry Processing 3
PM 330 Poultry Production Management 4
PM 340 Poultry Anatomy, Physiology and Diseases 4
PM 350 Applied Poultry Feeding and Nutrition 3

Electives to be chosen from: 8
ACTG 211; AG 339; AGB 310, 401; ENGL 310; MKTG 301;
FSN 331, 333, 336, 338, 431; PM 290/490, 360

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V. CURRICULUM COMMITTEE COMMENTS

1.

INDUSTRIAL TECHNOLOGY DEPARTMENT
1994-96 CATALOG PROPOSALS

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		A	**I. NEW COURSES** 1. IT 313 Industrial Cost Controls (4) 4 lec C2. 2. IT 416 Production Management (4) 3 lec 1 act C2/13. 3. IT 435 Packaging Development Management (4) 4 lec C2.
			II. DELETED COURSES 1. IT 101 Technical Problem Solving (3) 3 lec C2. 2. IT 111 Principles of Technology (3) 3 lec C2. 3. IT 130 Automotive Fundamentals (2) 1 lec 1 act C2/13. F.2. 4. IT 225 Graphic Interpretation/Communications (4) 1 lec 3 act C2/13. 5. IT 233 Metal Technology (3) 1 lec 2 lab C2/15. F.2. 6. IT 250 Transportation Power (3) 2 lec 1 lab C2/15. 7. IT 325 Mechanical Systems (4) 4 lec C2. 8. IT 326 Product Evaluation (3) 2 lec 1 act C2/13. 9. IT 331 Advanced Industrial Electrical Systems (3) 3 lec C2. 10. IT 354 Industrial Machine Tool Service Systems (3) 1 lec 2 act C2/13. 11. IT 355 Cabinetmaking (3) 1 lec 2 act C2/13. 12. IT 418 Technical Management Problems (4) 3 lec 1 act C2/13. 13. IT 424 Curriculum and Methods of Industrial and Technical Education (3) 2 lec 1 act C2/13. 14. IT 425 Automotive Technology, Fuel Systems (3) 2 lec 1 lab C2/15. 15. IT 427 Automotive Technology, Electricity and Electronics (3) 2 lec 1 lab C2/15. 16. IT 437 Reinforced Plastics (3) 1 lec 2 lab C2/15. 17. IT 443 General Metals (3) 1 lec 2 act C2/13. 18. IT 444 Technical Drawing: Industrial Education (3) 1 lec 2 act C2/13. 19. IT 463 Industrial Technology Seminar (2) 2 sem C36.
			III. CHANGES TO EXISTING COURSES 1. IT 105 Industrial Processes (2) 1 lec 1 act C2/13 and IT 329 Industrial Materials (3) 2 lec 1 act C2/13 to IT 320 Applied Metal and Ceramics Processes (4) 2 lec 2 lab C2/16. Descr change and prereq change. 2. IT 212 Introduction to Technical Management and Supervision (3) 3 lec C2 to Introduction to Industrial and Technical Management (4). Descr change. 3. IT 237, IT 238 Industrial Electricity (3) (3) 2 lec 1 lab C2/15 to IT 137, IT 138 Introduction to Industrial Electricity (4) (4) 3 lec 1 lab C2/16. Descr change, prereq change. 4. IT 311 Industrial Safety and Health Management (3) 2 lec 1 act C2/13 to IT 411 (4) 3 lec 1 act. Descr change. 5. IT 322 Energy and Power (4) 4 lec C2 to IT 128 Mechanical/Energy. Descr change, prereq change. 6. IT 323 Energy Management (3) 3 lec C2 to IT 432 (4) 3 lec 1 act C2/13. Descr change, prereq change.

7. IT 327 Plastics Technology (3) 2 lec 1 act C2/13 to (4) 3 lec 1 lab C2/16. Descr change, prereq change.
8. IT 329 Industrial Materials (3) 2 lec 1 act C2/13 to IT 126 Industrial Materials and Processes (4) 3 lec 1 act . Descr change, prereq change.
9. IT 330 Fundamentals of Packaging (3) 3 lec C2 to (4) 3 lec 1 act C2/13. Descr change, and prereq change.
10. IT 332 Electronic Control Systems (4) 3 lec 1 lab C2/15 to Industrial Electrical and Electronic Systems C2/16. Descr change, prereq change.
11. IT 333 Electronic Computer Applications (4) 3 lec 1 lab C2/15 to IT 232 Introduction to C.A.D. and Other Computer Applications (4) 2 lec 2 lab C2/16. Descr change, prereq change.
12. IT 350 Quality Systems Applications (3) 3 lec C2 to IT 303 Industrial Quality Control Management (4) 4 lec C2. Descr change, prereq change.
13. IT 402 Technical and Management Presentations (3) 1 lec 2 act C2/13 to (4) 2 lec 2 act. Descr change, prereq change.
14. IT 406 Industrial Management and Supervision (3) 3 lec C2 to (4) 4 lec. Descr change, prereq change.
15. IT 407 Industrial Product Development (3) 3 lec C2 to IT 410 Industrial Planning (4) 3 lec 1 lab C2/16. Descr change, prereq change.
16. IT 433 Production and Process Management (3) 2 lec 1 lab C2/15 to IT 345 Applied Production Management (4) 2 lec 2 lab C2/16. Descr change, prereq change.

IV. CURRICULUM CHANGES

1. Reduce total units for the B.S. in Industrial Technology from 198 to 189 units.

Major:

2. Change Major requirements from 99/94 to 95 units.
3. DE IT 101 Technical Problem Solving (3).
4. DE IT 225 Graphic Interpretation/Communications (4).
5. ADD IT 303 Industrial Quality Control Management (4).
6. ADD IT 313 Industrial Cost Controls (4).
7. ADD IT 327 Plastics Technology (4).
8. ADD IT 330 Fundamentals of Packaging (4).
9. ADD IT 332 Industrial, Electrical and Electronic Systems (4).
10. ADD IT 406 Industrial Management and Supervision (4).
11. ADD IT 410 Industrial Planning (4).
12. ADD IT 416 Production and Management (4).
13. ADD MGT 301 Production and Operations Management (4).
14. Change Adviser approved electives from 18 to 12 units.

Concentrations:

15. *Delete* Industrial and Technology Education Concentration (32)
16. *Delete* Industrial Management Concentration (37)

Support:

17. DE CHEM 122 General Chemistry (4).

Electives:

18. Reduce free electives from 14/19 to 9 units.

V. CURRICULUM COMMITTEE COMMENTS

1.

GRAPHIC COMMUNICATION DEPARTMENT

1994-96 CATALOG PROPOSALS

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		A	**I. NEW COURSES** 1. GRC 312 Substrates and Ink: Applications (2) 2 lec C4. 2. GRC 325 Finishing Processes: Applications (2) 2 lec C4. 3. GRC 329 Prepress Methods and Procedures (3) 2 lec 1 act C4/13. 4. GRC 330 Print Reproduction Processes (3) 2 lec 1 act C4/13.
			II. DELETED COURSES 1. None
			III. CHANGES TO EXISTING COURSES 1. GRC 427 Desktop Publishing <u>to</u> GRC 277 Computer Applications in Desktop Publishing (GEB F.1.)
			IV. CURRICULUM CHANGES <u>Add New Minor:</u> Graphic Communication Minor (25 units) *Required Core: (21 units)* GRC 101 Introduction to Graphic Communication (4) GRC 277 Computer Applications to Print Media and Publishing (3) GRC 300 Typography (4) GRC 312 Substrates and Ink: Applications (2) GRC 325 Finishing Processes: Applications (2) GRC 329 Prepress Methods and Procedures (3) GRC 330 Print Reproduction Processes (3) *Choose 4 units from the following:* GRC 357 Screen Printing Technology (2) GRC 408 Newspaper and Publications Management (3) GRC 437 Consumer Packaging (3) GRC 438 Electronic Art Preparation (4) GRC 474 Applied Graphic Communication Practices (2)
			V. CURRICULUM COMMITTEE COMMENTS

State of California

Memorandum

CAL POLY
San Luis Obispo
California 93407

To : Jack Wilson, Chair
Academic Senate

Date : 19 May 1993

Copies : T Bailey

From : E. J. Carnegie, Chair
Academic Senate Budget Committee

Subject : Budget Implications from the Graphic Communication Proposal

The Graphic Communication Department is proposing a 25 unit minor in GRC with four new courses. It is difficult to estimate what the additional load will be for the minor but one could assume that some additional resources would be required. If the minor had 40 students this would require additional laboratory or activity sections in some courses where the existing laboratory or activity sections are maxed and additional faculty to teach the new courses. The Budget Committee estimates an increase in resources from .2 to .5 faculty positions for the Graphic Communication Proposal.

JOURNALISM DEPARTMENT

1994-96 CATALOG PROPOSALS

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		A	**I. NEW COURSES** 1. ~~JOUR 253 KCPR Practice (2) 2 act C12 CR/NC.~~ 2. JOUR 290 Multicultural Journalism (3) 3 lec C2. 3. JOUR 353 CPTV News Practice (3) 1 lec 2 lab C2/15.
			II. DELETED COURSES 1. JOUR 425 Advertising Layout and Copywriting (2) 1 lec 1 act C3/12.
			III. CHANGES TO EXISTING COURSES 1. JOUR 218 Mass Media in Society (4) 4 lec C2 to JOUR 318. Add prereq of Critical thinking: ENGL/PHIL/SPC 125. 2. JOUR 323 Photojournalism (3) 2 lec 1 lab C3/16 to JOUR 223. Change prereq from JOUR 203, ART 221 to JOUR 203. 3. JOUR 346 Broadcast Announcing (4) 3 lec 1 lab C3/15 to (3) 2 lec 1 lab. 4. JOUR 351 Broadcast Practice to KCPR Practice, change to CR/NC
			IV. CURRICULUM CHANGES 1. Reduce total units for the B.S. in Journalism from 198 to 193 units. Major: 2. Increase Major requirement from 58 units to 74 units: 3. DE ART 221. 4. DE BUS 101. 5. DE GEOG 305/308. 6. DE MGT 118. 7. DE POLS 336, POLS 401/403. 8. ADD JOUR 223, JOUR 333. 9. ADD choice of one or both practice --6.0 units max/min: JOUR 351, JOUR 352. 10. Move JOUR 201/205/331/385/407 to restricted electives list within Major (JOUR 425 deleted from this choice. 11. Move JOUR 402 to restricted electives list within Major.

12 Move Foreign language requirement (12 units) to Major from elective requirements list.

13. ADD Restricted Electives list (choose 18 units) to Major requirements:
JOUR 201, JOUR 205, JOUR 290, JOUR 312, JOUR 331, JOUR 342, JOUR 346, JOUR 353, JOUR 385, JOUR 402, JOUR 405, JOUR 407, JOUR 413, JOUR 432, JOUR 470.

Support:

14. *Delete Concentrations* (23-29 units): Agricultural Journalism Concentration; Broadcase Journalism Concentration; News-Editorial Concentration; and Public Relations Concentration.

15. ADD 24 units of 300-400 level adviser approved electives (not JOUR courses)

Electives:

15. Decrease free electives from 32-38 to 16 units.

V. CURRICULUM COMMITTEE COMMENTS

1.

State of California

Memorandum

CAL POLY
San Luis Obispo
California 93407

To : Jack Wilson, Chair
Academic Senate

Date : 26 May 1993

Copies : T Bailey

From : E. J. Carnegie, Chair
Academic Senate Budget Committee

Subject : Budget Implications from the Journalism Proposal

The Journalism Department is proposing a major revision of its undergraduate program based partly on the recommendations of the Academic Senate Program Review Committee and requirements of the Accrediting Council on Education in Journalism and Mass Communication. The proposed reduction of total units from 198 to 193, the deletion of concentrations, and deletion of one course seems to be sufficient to cover the addition of two additional courses. The Budget Committee felt that a department must be given every opportunity to improve its curriculum after a Program Review report.

WATER ENGINEERING SPECIALIZATION, M.S. ENGINEERING

College of Engineering and College of Agriculture

1994-96 CATALOG PROPOSALS

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		A	**I. CURRICULUM** Core Courses.....9 Analytical Methods for Engineering (6) To be chosen from any analytical methods course approved by the graduate committee Adanced Mathematics (3) To be chosen from any advanced math course approved by the graduate committee Required Courses in Specialization .....26-27 ECON 410 Public Finance and Cost-Benefit Analysis (4) AE 435 Drainage (3) *or* AE 414 Irrigation Engineering (4) *or* AE 440 Agricultural Irrigation Systems (4) AE 533 Irrigation Project Design (4) CE 533 Advanced Water Resources Engineering (3) CE 573 Public Works Administration (3) AE 599/CE 599 (Thesis - 9 units) *or* 9 units of coursework approved by committee, *and* written and oral comprehensive exams. Approved Elective Courses .....9-10 To be selected from the following list with committee's approval: AE 414 Irrigation Systems (4) AE 437 Conservation Engineering (3) AE 440 Agricultural Irrigation Systems (4) AE 492 Pumps and Pump Drivers (3) AE 531 Water Wells (3) CE 434 Groundwater Hydraulics and Hydrology (3) CE X436 Groundwater Modeling (3) CE 440 Hydraulic Systems Engineering (3) CE X536 Water Resources Systems and Planning (3) CM 533 Case Histories in Construction Management (3) ENVE 438 Water and Wastewater Treatment Design (3) ENVE 439 Solid Waste Management (3) ENVE 535 Advanced Wastewater Treatment (3) 45
			II. CURRICULUM COMMITTEE COMMENTS 1.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -93/PPC
RESOLUTION ON
EVALUATION OF COLLEGE DEANS OR
EQUIVALENT ADMINISTRATORS

WHEREAS, The dean/equivalent administrator has primary responsibility for leadership of the college/equivalent academic unit in the allocation and utilization of financial resources, quality of academic programs, admission and dismissal of students, appointment, retention, tenure and promotion action, long-range direction of the college/equivalent academic unit, development of external financial resources and the representation of the college/equivalent academic unit both internal to the university and to external constituents; and

WHEREAS, The faculty of a college/equivalent academic unit are directly affected by the dean/equivalent administrator's performance in meeting these responsibilities; and

WHEREAS, The dean/equivalent administrator's evaluation by the faculty is utilized for the purpose of providing evaluative information to the dean/equivalent administrator and the Vice President for Academic Affairs; and

WHEREAS, Each probationary and tenured faculty member, regardless of time base, including those persons in the Faculty Early Retirement Program (FERP), has a professional responsibility to complete the evaluation form in order to provide useful and timely input to the Vice President for Academic Affairs; and

WHEREAS, The Vice President for Academic Affairs evaluates the deans/equivalent administrators every three years; therefore, be it

RESOLVED: That the attached evaluation form be adopted for use by the faculty in evaluating the dean/equivalent administrator of each college/equivalent academic unit annually; and, be it further

RESOLVED: That the Library may develop an evaluation form appropriate for its use subject to the approval of the Academic Senate and the Vice President for Academic Affairs; and, be it further

RESOLVED: That the Academic Senate recommend that said evaluation results be a major part of the Vice President for Academic Affairs' evaluative consideration of each dean/equivalent administrator; and, be it further

RESOLVED: That the Vice President for Academic Affairs report to each college/equivalent academic unit's faculty the number and percentage of faculty in that college/equivalent academic unit that responded to the dean/equivalent administrator's evaluation and that a summary of the evaluation results be placed in the dean/equivalent administrator's personnel file.

Proposed by the Academic Senate Personnel Policies Committee

ANNUAL EVALUATION OF COLLEGE DEANS and EQUIVALENT ADMINISTRATORS

Faculty completion of this evaluation form is of utmost importance if it is to be given serious consideration by the Vice President for Academic Affairs in his evaluation of the dean/equivalent administrator. Good performance should be recognized and inadequate performance should be identified.

DEAN/EQUIVALENT ADMINISTRATOR: _____

Please rate your dean/equivalent administrator's performance this academic year, using the scales provided for each item. Respond on the enclosed scantron form.

Scale: Outstanding = A, Good = B, Fair = C, Poor = D

1. Engages in effective strategic planning
2. Promotes improvements in goals, objectives, policies and procedures
3. Supports and recognizes professional development and accomplishments of faculty
4. Recognizes and rewards faculty service
5. Recognizes and rewards excellence in teaching
6. Recognizes and rewards effective student advising
7. Effectively advocates college/equivalent academic unit's positions and concerns to the university administration
8. Encourages and supports affirmative action and cultural diversity in recruiting and retention of high quality faculty, staff, and students
9. Demonstrates sensitivity to student needs in a multi-cultural educational environment
10. Fosters effective communications with alumni and community
11. Administers established policy fairly
12. Adequately explains decisions which reverse or modify established college/department policy
13. Makes reasoned decisions in a timely manner
14. Plans and allocates budget resources openly and fairly
15. Provides faculty with periodic (at least annually) reports of the allocations and uses of funds
16. Actively seeks supplemental financial support for new and existing programs
17. Manages personnel relations effectively
18. Handles conflicts and differences diplomatically and effectively
19. Communicates effectively
20. Solicits input and consults with faculty when appropriate
21. Is willing to consider alternative points of view
22. Provides opportunities to make her/himself available to the faculty
23. How do you rate the dean/equivalent administrator overall

Please provide written comment in response to the following:

24a. Please describe any actions by your dean/equivalent administrator that you have been especially pleased with during the year:

24b. Please describe any actions by your dean/equivalent administrator that you have been especially displeased with during the year:

25. What suggestions do you have for how your dean/equivalent administrator could improve her/his functioning:

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -93/
RESOLUTION ON
VOTE OF CONFIDENCE FOR ADMINISTRATORS

WHEREAS, At the present time there is no formal process for a Vote of Confidence for administrators at Cal Poly, and

WHEREAS, Such a process is appropriate for a university; therefore, be it

RESOLVED: That the following procedure be adopted by the Academic Senate:

PROCEDURE FOR VOTE OF CONFIDENCE FOR ADMINISTRATORS

1. If a Vote of Confidence for any administrator is to take place it should not be a regular periodic event but should be considered an extraordinary measure.

2. Campus-wide official petition forms will be created for the administration of a Vote of Confidence. The forms shall include spaces for printed names, signatures, and employee identification numbers.

3. It will be left to each department to establish its own policy about a Vote of Confidence for its chair/head.

4. The following procedure will be followed for college deans:

   4.1 A petition signed by at least 25 percent of a college's tenured and tenure-track faculty is presented to the college caucus chair. Simultaneously, a notification of the petition is presented to the Chair of the Academic Senate.

   4.2 Upon receipt of the petition, the caucus chair shall present it to the Chair of the Academic Senate in a timely manner.

   4.3 Within five (academic year) working days (excluding summer quarter), from the date the petition was presented to the college caucus chair, the Chair of the Academic Senate and the caucus chair will verify with the assistance of the Faculty Affairs Office that the

people who signed the petition constitute at least 25 percent of the tenured and tenure-track faculty of the college.

4.4 The names of the people who signed the petition will be kept confidential by those who have access to it. The petition will be destroyed after the Vote of Confidence is conducted.

4.5 Within ten (academic year) working days (excluding summer quarter) from the date of the petition verification, the Chair of the college caucus shall hold an open forum of tenured and tenure-track faculty for the purpose of allowing the dean to respond to the petition.

4.6 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the college's tenured and tenure-track faculty.

4.7 The results of the Vote of Confidence for a college dean will be distributed by the Chair of the Academic Senate to the President, the Vice President for Academic Affairs, the dean, and the faculty of the college.

5. The following procedure will be followed for the President and vice presidents:

5.1 The process to administer a Vote of Confidence for the President or vice presidents can be initiated by one of the following two alternatives:

5.1.1 Alternative 1: A petition, signed by at least 10 percent of the constituency who are represented by the Academic Senate, is presented to the Chair of the Academic Senate.

5.1.1.1 The Chair of the Academic Senate presents the petition to the Academic Senate Executive Committee after the petition was handed to the Chair.

5.1.1.2 The Academic Senate Executive Committee will verify with the assistance of the Faculty Affairs Office that the people who signed the petition constitute at least 10 percent of the constituency represented by the Academic Senate.

5.1.1.3 The names of the people who signed the petition will be kept confidential by those who have access to it. The petition will be destroyed after the Vote of Confidence is conducted.

5.1.1.4 Within ten (academic year) working days (excluding summer quarter) from the date the petition was presented to the Academic Senate Executive Committee, the Chair of the Academic Senate shall hold an open forum of the Academic Senate constituency for the purpose of allowing the President/Vice President to respond to the petition.

5.1.1.5 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the voting membership of the General Faculty as defined in Article I of the Constitution of the Faculty.

5.1.2 Alternative 2: A motion to administer a Vote of Confidence for the President or vice presidents is passed by the Academic Senate by simple majority.

5.1.2.1 Within ten (academic year) working days (excluding summer quarter) from the date the Academic Senate passed the resolution to conduct a Vote of Confidence, the Chair of the Academic Senate shall hold an open forum of the Academic Senate constituency for the purpose of allowing the President/Vice President to respond to the vote.

5.2 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the voting membership of the General Faculty as defined in Article I of the Constitution of the Faculty.

5.3 The results of the Vote of Confidence for the President or vice presidents will be distributed by the Academic Senate Executive Committee to the President, the vice presidents, the college deans, all personnel

represented by the Academic Senate, and the Chancellor of The California State University system.

5.4 In the case of exceptional circumstances, the Academic Senate Executive Committee may modify the timelines, but not the procedures, provided in this document.

5.5 The Academic Senate Executive Committee may by a two-thirds vote enlarge upon the list of administrators affected by this resolution.

Proposed By: The
Academic Senate Personnel
Policies Committee

VOTE OF CONFIDENCE PETITION

I, the undersigned, request that the Executive Committee of the Academic Senate initiate the procedure for a Vote of Confidence for _____, _____ as stated in C.A.M. _____. It is understood that the names of all of the petitioners will be confidential.

PRINT NAME	SIGNATURE	FACULTY I.D.# (Social Security No.)
_____	_____	_____

****
* Academic Senate Executive Committee only: *
* *
* valid signature: _____ verified by: _____ *
* *
****

VOTE OF CONFIDENCE PETITION

I, the undersigned, request that the Executive Committee of the Academic Senate initiate the procedure for a Vote of Confidence for _____, _____ as stated in C.A.M. _____. It is understood that the names of all of the petitioners will be confidential.

PRINT NAME	SIGNATURE	FACULTY I.D.# (Social Security No.)
_____	_____	_____

****
* Academic Senate Executive Committee only: *
* *
* valid signature: _____ verified by: _____ *
* *
****

VOTE OF CONFIDENCE PETITION

We, the undersigned, request that the Executive Committee of the Academic Senate initiate the procedure for a Vote of Confidence for _____, _____ as stated in C.A.M. _____. It is understood that the names of all of the undersigned will be confidential.

PRINT NAME	SIGNATURE	FACULTY I.D.# (Social Security No.)

****
* Academic Senate Executive Committee only: *
*
* total valid signatures: _____ verified by: _____ *
*
****

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -93/
RESOLUTION ON
"CAL POLY INSTRUCTIONAL COMPUTING STRATEGIC PLAN: A NETWORKED INSTRUCTIONAL ENVIRONMENT"

WHEREAS, The Instructional Advisory Computing Committee (IACC) has been asked to write a strategic plan to address instructional computing and information needs in the future; and

WHEREAS, The IACC has consulted with various interested faculty and staff on the contents of the strategic plan; therefore, be it

RESOLVED: That the Academic Senate endorse and support, in concept, the IACC "Cal Poly Instructional Computing Strategic Plan: A Networked Instructional Environment."

Proposed by the
Instructional Advisory
Computing Committee
April 27, 1993

Instructional Advisory Computing Committee
John Cotton, College of Architecture
Mark Edson, Students
Wayne Montgomery, Library
Kent Morrison, College of Science and Mathematics
Wes Mueller, College of Agriculture, *Chair*
Doug Smith, College of Liberal Arts
Ed Sullivan, College of Engineering
Allan Weatherford, College of Business

send comments by email to iacc@oboe.calpoly.edu

Cal Poly Instructional Computing Strategic Plan:
A Networked Instructional Environment

In the next decade, computing technology will provide us with even greater teaching, learning, and research opportunities than it has in the last. For most instructors and students, the computing revolution of the last decade was symbolized by desktop computers: isolated machines loaded with word-processors, spreadsheets, graphics and computation programs. This first revolution is not complete: many of our faculty and students still do not have easy access to such machines, or the opportunity to learn to use them fully.

But the next computer revolution already is underway. Instructional computing in the next decade will be symbolized not by isolated desktop machines, but by communication between those machines, among office and office, classroom and library, teacher and student, the campus and the world. The next revolution will be less about the technology of computation than about access to information, and ways of sharing information. Consequently, the next revolution will involve most members of the University community, not just those who have been the traditional users and beneficiaries of technology.

With planning, Cal Poly can not only participate in the next revolution in instructional computing, but help lead it, to the great advantage of our students and faculty. Our plan centers on four major goals:

> **GOAL 1: NETWORK. A networked instructional environment, based on universal email, shared information resources, and computerized classrooms.**
>
> **GOAL 2: ACCESS. Easy access to workstations and networked information services.**
>
> **GOAL 3: SUPPORT. Institutional support for faculty and student development of computer-based communication skills.**
>
> **GOAL 4: SIMPLICITY. Simplified interfaces, procedures, and documentation.**

We do not envision achieving these goals all at once. Instead, we intend to proceed deliberately, with a careful eye on changes in technology that may change our goals, and on vicissitudes in the economy that enables them. Still, we feel that we must begin proceeding now toward a networked instructional environment if we are to deliver the sort of education our students will need as we move into the next century.

Achieving these goals will require coordinated planning and implementation at the departmental, college and university levels. We envision that Academic Computing Services, subject to review by the Instructional Advisory Computing Committee, will be the entity that coordinates instructional computing planning throughout the University.

Discussion of each of our four goals follows.

GOAL 1: NETWORK. A networked instructional environment, based on universal email, shared information resources, and computerized classrooms.

We intend to work toward a networked instructional environment. In this environment, every instructor and every student, working alone at his or her office desk, or with others in any campus classroom, will have access not only to the powerful tools of the desktop, but also to the networked applications and information resources of the entire campus, and the world beyond.

We envision students and faculty accessing the University's shared resources from network ports distributed throughout campus, in classrooms, laboratories, library facilities, and faculty offices. We envision them accessing shared resources from off-campus sites or residences. We envision every classroom being equipped with a large-screen display system into which instructors can plug their own portable computers, and through which they can display not only prepared lecture materials but also shared information resources.

We envision a University in which all faculty, staff, and students are connected through email. We envision vastly increased use of information services such as Cal Poly Network News (CPNN) and email, both to improve speed and convenience of communication and to save resources now devoted to paper and mail delivery. We envision that most written staff communication (memos, announcements, etc.) will occur electronically. We envision that many of the documents that pass between teachers and students (syllabi, "handouts," even examinations) will become computer-based. We envision instructors recording, calculating, and storing grades, and submitting them to the registrar, through an electronic gradebook that links with enrollment rosters and other pertinent student records.

We envision not only plain-text documents flowing between desktops, but multimedia documents, including color graphics, sophisticated formatting, interactivity, hypertext, animation, sound, and video. We envision instructors and students increasingly competent not only in receiving and reading multimedia and hypertext documents but in producing them.

We envision increasingly more powerful library retrieval capacity, including full text and multimedia retrieval to the individual user's desktop or to classroom display systems, with the ability to search and manipulate retrieved documents. We envision increasing desktop access to international journals, data bases, reference works, and scholarly discussion groups.

Using these electronic resources, we intend to create a new methodology for doing research and for publishing it, for creating and delivering lectures, and for interacting with students, not replacing the techniques of the traditional classroom but enhancing them.

GOAL 2: ACCESS. Easy access to workstations and networked information services.

We envision a campus community in which adequate, connected workstations are accessible to every student, faculty member, and staff member. An adequate workstation is one capable of receiving, processing, and displaying multimedia, including color graphics, sound, and video. Over time, of course, the concept of what is adequate will change. For example, we expect adequate workstations to become increasingly portable.

Faculty should be provided workstations as part of the ordinary instructional equipment they need for their jobs. Students should enter the University with an adequate computer, and with software sufficient for participating in their majors and in the campus electronic community. The policy which requires students to own computers also must include provision for a financial program enabling students to purchase computers.

Connections between faculty and student workstations will depend on the campus network, which will require additional file and application servers, additional storage, and improved performance, if it is to handle both an increased population of users and continually improving quality. Moreover, the physical process of connecting to the network needs to be improved, both from on campus and from off campus. To improve connections on campus, broad band connections must be supplied to faculty offices, most of which have only serial connections now, and to classrooms, most of which are not connected at present, and to many more study sites throughout the campus. To improve connections from off campus, in the short run, more modems should be installed, but in the long run, broad band links through telephone service need to be established.

Computer labs will continue to be a feature of the campus, but their nature will change. Since all students and faculty already will have adequate workstations, computer labs will provide for advanced, specialized, or particularly expensive hardware and software needed for particular disciplines or tasks. Coordination and management of computer labs will increasingly fall under the purview of Academic Computing Services, rather than individual departments or schools, so as to avoid duplication of effort and enhance efficiency of use.

GOAL 3: SUPPORT. **Institutional support for faculty and student development of computer-based communication skills.**

Part of the revolution we envision entails the installation of hardware and software, but even more of it depends on motivating and training the members of the academic community. We envision that the responsibility for learning and teaching the skills necessary to use the new research, writing, and presentation tools will increasingly be recognized not as the special duties of a few instructors or a few academic departments, but as part of the regular duties of the majority of instructors and of all departments, across the curriculum. We will all be using computerized classrooms; we will all be communicating through email. But most faculty members do not have these skills now, and often the time and effort required by their other professional obligations prevent them from obtaining these skills.

The speed and scope of change in instructional methods promised by the new technology is unprecedented in educational history, and will require unequivocal institutional support. No graduate school yet teaches what we expect our faculty to achieve. For many of our colleagues, the initial learning curve will be dauntingly steep, and advantages of undertaking the task unclear. We cannot expect that faculty will be able to upgrade their instructional computing skills on the scale we envision without institutional assistance—not just through special grants or pilot programs but through regularized, ongoing, easily accessible mechanisms.

To meet the unprecedented need for motivation and training, we envision a clear institutional policy that encourages the individual faculty member to make the required investment of time and effort. This policy should provide incentives for faculty development, including, for example, release time or direct pay to implement training seminars for other faculty, and release time or direct pay to attend such seminars. This policy also should explicitly regard improvement of an instructor's instructional computing skills as useful and appropriate professional development worthy of consideration during the retention, promotion, and tenure process.

Besides providing opportunity for basic training, the university should support innovative, advanced faculty projects —particularly those designed to enhance or improve the utility of new technologies within the teaching, learning, and research processes.

GOAL 4: SIMPLICITY. **Simplified interfaces, procedures, and documentation.**

The system must be simple and easy to use. Students, faculty and staff should have simple, intuitive, and uniform access and interfaces to information resources that enhance teaching and learning, research, professional development, and communication. They should have simple networked tools which allow them to work through the bureaucratic processes of the university, such as registration and grading, with a minimum of frustration.

We recognize that one of the most burdensome impediments to our plan for a networked campus is that not all current systems are "user-friendly," and that the multiplicity of systems now on campus requires users to learn many different interfaces and command sets. To help remove that impediment, we envision a conscious, cooperative effort by administration, staff, and faculty to demystify computer use by discussing it and documenting it in plain English, not in jargon and acronyms. We envision a conscious, continuing effort by Information Systems personnel to simplify and standardize interfaces between people and machines. We envision an explicit policy of procurement and growth which holds consistency and ease of use to be as important as computing power.

To some experienced users this need to simplify language and interface may seem trivial, or of secondary importance, but it is not. Without it our effort to spread the advantages of instructional computing throughout the university will surely fail. Realizing, however, that complex technology will always present some difficulty, we envision a growing role for Academic Computing Services as an expert consultation service for faculty and students.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -93/
RESOLUTION ON
DEFINITIONS OF PROFESSIONAL PROGRAMS,
TECHNICAL PROGRAMS, AND SIGNIFICANT MAJORITY

WHEREAS, Cal Poly is a comprehensive polytechnic university; and

WHEREAS, The "Academic Senate Response to the Cal Poly Strategic Plan" has been approved by the faculty; and

WHEREAS, The "Academic Senate Response to the Cal Poly Strategic Plan" states that, "Cal Poly shall ensure that a significant majority of Cal Poly students are enrolled in professional or technical programs"; and

WHEREAS, The character of the university, the distribution of human and fiscal resources and support services are dependent on the students enrolled in academic programs; and

WHEREAS, The university's long-range planning is influenced by the balance among students enrolled as majors in academic programs; therefore, be it

RESOLVED: That the definition for "professional programs" shall be: Inclusion in Title 5, Section 40051 and either recognition of the program by a specialized accreditation agency or a program leading to a registration, credentialling or certification process requiring a baccalaureate degree, or both; and, be it further

RESOLVED: That the definition for "technical programs" shall be: Programs pursuing the application of knowledge derived from theoretical models of life science, physical sciences, and mathematics to create, develop, and utilize solutions to practical problems; and, be it further

RESOLVED: That the phrase "significant majority" be interpreted so that the balance between the number of student majors in technical/professional and nontechnical/professional programs at Cal Poly shall remain as it was during the period AY1988-AY1992, allowing for a similar range of variation as occurred during those five years.

Proposed by the Academic Senate Long-Range Planning Committee
November 2, 1993

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -93/
RESOLUTION ON
MODIFICATION OF RESOLUTIONS AS-268-88/BC and AS-394-92/BC
ON BUDGET INFORMATION REPORTING

WHEREAS, On November 3, 1992, Resolution AS-394-92/BC, "Resolution on Modification of Resolution AS-268-88/BC Entitled 'Resolution on Budget Information Reporting...'" was adopted by the Academic Senate and subsequently approved by President Baker for implementation; and

WHEREAS, The guidelines of this resolution set forth the type of information to be distributed to the university community; and

WHEREAS, Due to the recent changes in budget allocation, the nature of these reports needs to be changed; and

WHEREAS, The Academic Senate Budget Committee has recommended a less extensive budget reporting format; therefore, be it

RESOLVED: That the attached sample format for budget reporting (Attachment A) replace Report I (Attachment B) required by Resolution AS-394-92/BC.

Proposed by the Academic Senate Budget Committee
November 2, 1993

ATTACHMENT A

Academic Affairs FY 94 Base Budget Calculations - FINAL

	1	2	3	4	5	6	7	8	9	10	11	12
	Initial Base Budget from FY 93	Admin. Adj.	Revised FY 94 Base Budget (1+2)	Percent of Total	Permanent Budget Reduction	Reduction as a % of Base	Final FY 94 Base Budget (3+5)	Salary Savings Obligation (approx 1.6%)	Campus Contingency Obligation (approx 1.2%)	Remaining Annuity Obligation	Supplimental Allocations (See Note)	Budget Available for Expenditure (7+8+9+10+11)
Instruction												
CAGR	10,873,000	153,800	11,026,800	0.15	(240,000)	-0.0218	10,786,800	(172,080)	(125,025)	(221)	78,869	10,568,343
CAED	6,916,000	32,700	6,948,700	0.10	(151,500)	-0.0218	6,797,200	(108,435)	(78,783)	(134)	41,016	6,650,864
CBUS	6,355,000	70,000	6,425,000	0.09	(140,000)	-0.0218	6,285,000	(100,264)	(72,847)	(37,471)	39,824	6,114,243
CENG	13,076,000	(25,600)	13,050,400	0.18	(284,500)	-0.0218	12,765,900	(203,652)	(147,964)	(113,749)	73,333	12,373,868
CLA	15,321,000	152,900	15,473,900	0.22	(337,500)	-0.0218	15,136,400	(241,468)	(175,439)	(70,702)	110,419	14,759,209
CSM	13,265,000	0	13,265,000	0.18	(289,000)	-0.0218	12,976,000	(207,004)	(150,399)	0	48,166	12,666,763
UCTE	1,924,000	(92,500)	1,831,500	0.03	(40,000)	-0.0218	1,791,500	(28,579)	(20,764)	0	9,852	1,752,008
Sub-Total	67,730,000	291,300	68,021,300	0.95	(1,482,500)		66,538,800	(1,061,482)	(771,222)	(222,277)	401,479	64,885,298
Instructional Support												
Athletics	1,232,000	0	1,232,000	0.00	(54,000)	-0.0438	1,178,000	(18,792)	(13,654)	(19,306)	30,597	1,156,845
Library	4,838,000	0	4,838,000	0.00	0	0.0000	4,838,000	(117,171)	(56,075)	0	15,686	4,680,440
ILE/SWS	72,000	68,000	140,000	0.00	(3,000)	-0.0214	137,000	(2,186)	(1,588)	0	276	133,503
AA Admin.	1,249,000	22,500	1,271,500	0.02	(28,000)	-0.0220	1,243,500	(19,837)	(14,413)	0	5,517	1,214,767
AA Other	1,819,000	479,400	2,298,400	0.03	(51,000)	-0.0222	2,247,400	(35,852)	(26,049)	0	(109,206)	2,076,293
Sub-Total	9,210,000	569,900	9,779,900	0.05	(136,000)		9,643,900	(193,839)	(111,778)	(19,306)	(57,130)	9,261,847
AA Total	76,940,000	861,200	77,801,200	1.00	(1,618,500)		76,182,700	(1,255,321)	(883,000)	(241,583)	344,349	74,147,145

1. Initial budget based on actions taken during FY 93.
2. Required or negotiated changes to base budgets.
3. Sum of column 1 and column 2.
4. The percent of the total that each line represents.
5. Permanent budget reduction assessed to each unit.
6. Budget reduction as a percentage of the total in column 3.
7. Final FY 94 budget after permanent reduction (Column 3 minus column 5).
8. Salary savings obligation for each unit (based on approximately 1.6% of column 7).
9. Campus contingency obligation for each unit (based on approximately 1.2% of column 7).
10. Remaining annuity obligation each unt is responsible for FY 94.
11. Supplimental allocations include telephone, postage, faculty promotion costs, and department head/chair stipends.
12. Budget available for expenditure based on the final FY 94 budget minus the various obligations plus supplimental allocations.

ATTACHMENT B

RESOURCE SUMMARY REPORT - INSTRUCTION - 1989/90

4/13/90

SCHOOL	PROJECTED ENROLLMENT	PROJECTED FTE TAUGHT	AY FACULTY POSITIONS (Initial)	AY FACULTY POSITIONS (Supplement)	SUM. OTR. FAC. POSITIONS (Initial)	SUM. OTR. FAC. POSITIONS (Supplement)	INSTR. ADMIN. POSITIONS	TECHNICAL/SA POSITIONS (Initial)	TECHNICAL/SA POSITIONS (Supplement)	SUPPLIES & SERVICES (Initial Alloc.)	SUPPLIES & SERVICES (Supplement)	TRAVEL IN-STATE	TRAVEL OUT-STATE	FACULTY RECRUITMENT (Initial Alloc.)	FACULTY RECRUITMENT (Supplement)	REGULAR EQUIPMENT	REPLACEMENT EQUIPMENT (Library)
SAD	3450	1690	114.9	1.05	21.3	-2.28	5.25	35.1	0.01	$314,445	$51,222	$6,810	$8,275	$12,214	$0	$0	$169,761
SACD	1609	1019	80.4	1.07	12.7	1.65	3.63	25.3	0.67	$163,799	$29,343	$5,239	$6,365	$11,103	$0	$0	$119,424
SBUS	1640	1379	64.8	0.79	17.1	1.65	3.00	16.1	0.50	$45,397	$8,819	$3,840	$4,666	$8,552	$3,000	$0	$19,945
SEHD	3830	2301	149.2	1.9	28.1	-0.81	6.23	44.1	0.67	$301,749	$59,549	$8,872	$10,778	$25,536	$5,000	$0	$332,714
SLA	1809	3498	151.8	4.75	66.0	-0.15	6.07	34.9	2.07	$163,151	$35,764	$8,997	$10,929	$6,862	$8,000	$0	$84,184
SPSE	2000	1903	107.7	0.93	19.2	0.21	4.76	27.8	0.57	$263,207	$52,022	$6,363	$7,754	$11,103	$3,000	$0	$204,661
SSFS	1350	2827	140	0.67	31.4	-2.16	4.81	42.7	0.67	$207,121	$37,582	$6,272	$10,666	$4,441	$0	$0	$224,774
School Sub-Total	16350	14607	826.3	11.14	196.1	-1.09	33.70	225.2	5.91	$1,559,869	$306,001	$56,913	$69,421	$79,813	$19,000	$0	$1,171,461
Athletics		47	11.9	-0.07			1.00	4		$29,456		$2,000		$2,221			
OOP to		90	5							$11,000		$2,000					
Other			5.43		15	1.09	20.70			$20,900		$20,000					$66,818
Total	16350	14744	847.63	11.07	211.1	0	55.40	229.2	5.91	$1,559,869	$2,034,626	$72,913	$69,421	$84,034	$19,000	$0	$1,238,279